2017-2020
Strategic Enrollment Management Plan
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Enrollment Management Plan Introduction

Introduction

The Long Beach City College 2017-2020 Strategic Enrollment Management Plan is a three-year plan that utilizes Completion by Design to frame the College's enrollment management goals and strategies, in alignment with the 2016-2022 Strategic Plan and in support of the College's mission. The Plan is focused on student success, with the philosophy that if the College can recruit new students, as well as retain these students and support them through to completion, enrollment targets will be achieved.

This is a living document intended to provide strategies for efficiency, quality, access, inclusiveness, and completion for students from connection with, entry into, progress through, and ultimately completion of a course of study at the College. The Plan will guide the enrollment management process and will also provide flexibility for creativity within each respective area to manage enrollment. The goals and strategies within the plan can be utilized by the College to create sustainable models and practices that maximize the delivery of instructional and support services to enhance student connection, entry, progress, and completion.

Equity-Mindedness

LBCC strives to more effectively serve its growing diverse student populations and infuse equity-mindedness throughout instruction and support programs. Student equity is at the forefront of the College’s mission and Strategic Plan and all of the College’s activities and strategies, including enrollment management, should focus on helping students achieve equal outcomes by closing achievement gaps, and providing the best possible access and success for students.

Why is Enrollment Management Important?

The overarching goal of enrollment management is to develop and support a sustainable integrated system that maximizes student access and success, creates fiscal stability, and allows the college to anticipate scheduling needs. Enrollment management is not simply an administrative process. Enrollment management involves the entire campus.

Student access, success, and completion on both campuses are the priorities of a Strategic Enrollment Management Plan. Such a plan calls for the District’s policies, procedures, and resources to focus on improving student success in alignment with the Strategic Plan.
Enrollment Management Oversight Committee Membership

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Strategic Enrollment Management Plan

**CONNECTION**
- Initial Interest
- Submission of Application

**ENTRY**
- Enroll in Courses
- Complete Gatekeeper Courses

**PROGRESS**
- Succeed in Courses
- Persistence/Retention

**COMPLETION**
- Complete Programs of Study
- Transfer and/or Obtain Jobs

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INFRASTRUCTURE - PROFESSIONAL DEVELOPMENT – CURRICULUM – MARKETING
SCHEDULE OF CLASSES – STUDENT SUCCESS CENTERS – STUDENT SUPPORT SERVICES
Connection
Initial interest through submission of application

The goal in this phase is to encourage prospective students to apply and complete the intake process in a timely manner so that they can begin to develop a plan for college and their careers, as well as enroll in initial coursework appropriate to their level of readiness and goals.

Marketing and Communication

- Provide regular and consistent communication with the community and prospective students to keep them informed of registration dates and enrollment opportunities
- Identify prospective students and provide targeted marketing campaigns to inform them of educational opportunities tailored to their needs
  - Provide resources for instructional program marketing
- Through Strong Workforce and Adult Education grants, utilize a marketing consultant to support outreach and recruitment for career technical education programs
  - Conduct market and audience research focused on demographic groups in and around LBCC
  - Prepare a comprehensive strategic marketing plan
  - Develop digital and print media materials, marketing videos, digital and outdoor advertisements, radio and TV commercials, and promotional items
  - Promote skills builder opportunities
  - Participate in regional marketing efforts associated with Strong Workforce
- Continue to invest in website resources to recruit and enroll prospective students
- Market career clusters/meta-majors in connection with guided pathways efforts
- Develop intentional marketing to prospective students from disproportionately impacted groups

Outreach and Recruitment

- Through the reorganization of the Communications and College Advancement Office, invest in management and staff to support outreach and recruitment efforts
- Ensure coordination of all outreach activities
  - Continue to participate in high school and university open houses and career nights to highlight opportunities at LBCC
- Move registration dates to October and April to align with neighboring colleges
  - Explore the impact of moving registration dates earlier
  - Develop a communication plan to inform students, the community, faculty, staff, and administration before and after registration date changes occur
- **Continue to engage in and expand partnerships with Long Beach Unified School District and Promise Pathways School Districts**
  - Inform students eligible for these programs and their parents about the opportunities for them at LBCC
  - Provide relevant college and career dual enrollment courses
  - Engage in early and continued college support and outreach
  - Offer matriculation services (i.e., assessment, orientation, counseling, abbreviated student education plan development) to high school seniors

- **Maintain and expand partnerships with LBUSD and CSULB through the Long Beach College Promise**
  - Continue to provide fourth-grade tours to expose elementary school students early on to college and career options
  - Continue the middle school pledge from parents to support a college-going culture
  - Continue to offer Early Birds (i.e., full day event specifically for incoming high school graduates in fall that includes campus tour, assessment, orientation, counseling, abbreviated student education plan development, and attendance to the College Majors and Student Resources Fair)
  - Ensure regular sharing of information and program updates between LBUSD, LBCC, and CSULB counselors, as well as transfer center coordinators
  - Expand data sharing between LBUSD, LBCC, and CSULB

- **Continue the CA State and LBCC Enrollment Services partnership to increase financial aid awareness among high school counselors**

- **Partner with linked learning high schools to connect programs of study from high school to college providing a seamless transition for students**

- **Expand partnerships with community organizations to increase job skills and education for community members**
  - Expand outreach to local adult school
  - Increase and continue collaboration with industry partners, employers, and community agencies to develop and strengthen educational opportunities
  - Focus on workplace learning such as internships and work experience opportunities

- **Invest in software to identify prospective students**

- **Develop intentional outreach and recruitment strategies to prospective students from disproportionately impacted groups**
Enrollment through completion of “gatekeeper” courses

The goal in this phase is to help students choose and enter a program of study that matches their interests as quickly as possible, as well as to support them from initial enrollment into the college through the point of passing college-level “gatekeeper” courses, such as math and English.

Innovation

- **Innovate to Achieve Student Success in Basic Skills**
  - Continue to utilize and expand multiple measures to place students in the basic skills sequence
  - Support, scale, and evaluate current innovations in basic skills reading, English, English as a second language, and math including ALEKS, STATWAY, compressed, and accelerated course sections through contextualized instruction, align students’ foundational skills coursework with programs of study
  - Continue to develop models for accelerating students’ progress through foundational skills development and support the policies and practices that enable the college to deliver the most effective models to scale
  - Expand foundational skills education in a non-credit environment
  - Disaggregate retention and success data from these programs to determine if equity gaps have been narrowed or eliminated and make revisions as needed for improved success

- **Consider developing and implementing an Accelerated Weekend College**
  - Conduct an environmental scan on the viability of these programs and best practices

- **Ensure appropriate curriculum development and inactivation**
  - In response to changing enrollments and demand in programs, examine program consolidation/elimination and creation in accord with the established criteria to ensure viability of programs
  - Develop low-cost educational opportunities such as zero textbook cost degrees (Z-degrees), stackable credentials that lead to employment and feed into additional educational opportunities, noncredit Career Development and College Preparation certificates, and programs that align with labor market needs, as well as current and emerging skill expectations from employers
  - Create alternative and innovative adult education non-credit courses and programs to meet needs of diverse student populations

Marketing and Communication

- **Provide all students with lbcc.edu email addresses to increase access to students via email**

- **Implement a math campaign to encourage students to enroll in the math courses they are placed in upon entry to the College and continue to enroll in subsequent math courses within the sequence through completion of college-level math**

- **Celebrate students’ successful completion of each basic skills course by sending them positive communication and nudging them to enroll in the next level course**
- Educate and inform full-time students about the potential benefits of taking fifteen units a semester
- Promote the college’s support services such as the student success centers, tutoring, and supplemental instruction to students from disproportionately impacted groups.

**Matriculation Conversion**

- Invest in a Welcome Center at each campus to greet, welcome, and assist students as they begin their educational paths at the College and market these centers to the community
  - Identify and create a space for the Welcome Center at both the Liberal Arts Campus and Pacific Coast Campus
  - Invest in staff and resources to welcome students
  - Raise awareness of the student portal
  - Offer specific strategies for serving first generation students and students from disproportionately impacted groups.

- Continue to coordinate, implement, and improve the matriculation conversion plan that focuses on converting students from applicants to enrollees through the use of targeted communication and nudges at each phase of student entry (application, orientation, assessment, student educational planning)

- Institutionalize and offer Viking Express Days to provide students with a streamlined enrollment experience where they complete all matriculation services and receive registration assistance in a single day

- Continue to improve and evaluate workshops for new incoming students including the new student, counseling plus registration (CPR) and educational planning workshops

- Increase offerings of and enrollment in career counseling and orientation for college success courses

- Provide transcript evaluations for incoming students with transcripts from other colleges and universities to assist in educational planning and future graduation checks

**Pathways**

- Expand the Career Center at both campuses
  - Provide all students with the opportunity, upon entry to the college, to engage in one-on-one interventions to assist in career and major identification and exploration
  - Through the college website and career center, provide students with relevant and accurate labor market information to inform their major and career decisions
  - Invest in career tools that can be embedded in the College website for student use

- Support skills builders as they enter the College to gain the skills they need to obtain wage gains in the workplace

- In alignment with state-wide Guided Pathways efforts, develop program roadmaps that show students clear and efficient paths to completion of their educational and career goals that include articulated learning outcomes
Progress
Entry into course of study through completion of 75% of requirements

During this phase, the goal is to help students get to the point where completion is in sight by ensuring that programs are focused and streamlined and that options for more flexibility are available for students.

Curriculum

- **Ensure appropriate curriculum modification**
  - Continue to appropriately streamline processes for curriculum development, review, modification, consolidation/elimination, and the awarding of credentials, in accord with the established criteria to ensure viability of programs
  - Continue to support faculty in the development of local associate degrees, associate degrees for transfer (ADTs), and certificates (credit and non-credit)
  - Continue to create and update program roadmaps
  - Help students succeed where appropriate to transition from noncredit to credit programs
  - Infuse academic programs with cultural competency to prepare students to be global citizens
  - Continue to support faculty in meaningful evaluation efforts of courses and programs, and delivery methods, in an effort to strengthen curriculum through appropriate modifications that meet the diverse needs of students
  - Continue to support faculty to meet students where they are by embracing a cultural capital approach to teaching and support
  - Encourage faculty to integrate appropriate open educational resources, multicultural perspectives, and universal design into teaching and learning environments to continue attracting a diverse student body
  - Encourage and support faculty to work in interdisciplinary teams
  - Expand internship opportunities through appropriate curriculum processes

- **Increase online and hybrid course and program offerings**
  - Continue to develop online and hybrid course offerings and programs to provide students with the option to complete degrees and certificates fully online
  - Continue to promote and provide multiple instructional delivery systems that meet the needs of both traditional and non-traditional students including distance education innovations that promote student success
  - Continue to evaluate, strengthen, and expand online course and program offerings

- **Adopt a more systematic and rigorous approach to offering online classes through participation in the Online Educational Initiative (OEI) program through the California Community College Chancellor’s Office**
  - Expand the utilization of Cranium Café through the Online Education Initiative
  - Utilize strategies and techniques from OEI for increasing success for online students, with the goal of eliminating student equity gaps
Ensure Student Learning

- Continue to support faculty as they embrace innovative teaching strategies that streamline time to completion for students and to effectively utilize educational technologies that make the delivery of instruction and classroom management more effective and efficient
  - Increase collaboration between faculty, as well as faculty and counseling faculty
  - Support faculty as they embrace applied learning, experiential learning, work-based learning, etc.

- Support faculty and staff innovation to improve equitable student success
  - Continue to support faculty to utilize equity-minded pedagogical innovation and practices
  - Support pedagogical innovation (e.g., metacognition, reading apprenticeship) across disciplines
  - Utilize equity-minded, pedagogical innovation and practices in service areas

- Continue to evaluate and share instructional best practices for ensuring student success and retention
  - Provide faculty with labor market information pertaining to in-demand labor market skills to assist faculty in the refinement of courses and programs of study
  - Continue to support faculty in the utilization of student learning outcomes assessment results to inform and improve teaching strategies that ensure students are learning and obtaining relevant outcomes for career and educational opportunities

- Support student learning through learning and academic resource services
  - Enhance coordination between discipline faculty and academic supports

Marketing and Communication

- Provide targeted marketing and communication that encourages students to stay on track to achieve their educational goals at both campuses
  - In alignment with the Community College Completion Grant, implement a “15 to Finish”/“30 and There” campaign
  - Support targeted instructional program marketing efforts
  - Create marketing brochures as requested for academic programs and departments
  - Promote the benefits of meeting with a counselor to develop a comprehensive student education plan (SEP)
  - Continue to improve nudging during identified critical points for students through email blasts, text messaging, and phone bank communication
  - Market to stop out students to encourage re-enrollment
  - Provide faculty with the tools to be enrollment ambassadors
  - Increase student awareness of programs offered fully online

- Continue internal marketing efforts to assist students with identifying courses, programs and career pathways (e.g., ADT’s, cost of community college vs. others, program pathways, articulation agreements with universities)
Ensure alignment of college-wide marketing efforts
- Develop a college-wide, coordinated student communication plan that centralizes key student communications that are customized, timely, relevant, and consistent

Continue to improve, realign, and streamline call center operations to ensure inbound calls are answered efficiently

Celebrate student successes through positive communication
- Utilize Starfish Early Alert to provide positive reinforcement to students
- Engage in positive nudges via email and written communication to students as they complete key milestones
- Organize and implement celebrations for Dean’s List students each year

Increase student awareness of student supports available to them on campus

Scheduling

Create and implement a student-centered scheduling design that ensures that students’ progress and complete
- Review, analyze, update, and disseminate standardized guidelines, benchmark and efficiency reports for course scheduling
- Actively monitor schedule and make adjustments to meet student needs
- Review start times and scheduling patterns
- Hold scheduling summits for coordination of classes in similar areas during each intersession
- Create specific course offerings over non-primetime blocks
- Utilize Student Education Plans (SEPs) to inform course offerings
- Identify capstone courses, course sequences, and specialty courses to develop more flexible and varied scheduling practices and opportunities
- Increase online course section offerings to meet student demand for online sections
- Schedule high-demand courses and courses required to complete a sequence
- Consider new data collection around scheduling systems
- Implement cancellation tracking
- Conduct a collaborative review of the complete schedule before each term
- Design the class schedule to be student friendly

Provide robust winter and summer sessions to meet student demand informed by student education plans and enrollment management data

Increase student awareness and use of HighPoint Schedule Builder to predict student demand and inform schedule of classes

Implement 25Live and create enrollment benchmark ratios (e.g., fill rates, seat utilization, overloaded courses, and underutilized courses)

Identify and monitor FTES trends based on seat utilization, by part-time vs. full-time, and average seat per term to focus on improving FTES generation or reduction; and help establish budgets to achieve FTES targets
Reallocate room space and utilize 25Live to inform room utilization
- Optimize large classroom assignments and lab space
- Place classes in appropriate sized rooms to manage classroom efficiency
- Reallocate classroom space to ensure that departments are assigned close to course outline caps and are pedagogically equipped

Student Retention and Success

Expand and improve current student retention interventions
- Expand the Call Center to communicate to stop out students and encourage re-enrollment
- Fully implement Starfish Early Alert to provide timely, appropriate, and relevant student interventions and positive reinforcement
- Continue to coordinate and implement student probation interventions
- Pilot and evaluate academic success teams to address students experiencing challenges with course completion and success
- Design appropriate response strategies and personalized action plans for tiers of at-risk students
- Continue to develop and improve the Success Center support model for key courses
- Consider embedding counseling in the Success Centers
- Increase availability of online counseling for students
- Expand online tutoring options for students
- Develop and utilize equity-minded strategies for reaching out to students from disproportionately impacted groups to encourage re-enrollment and prevent stop out.

Provide students with clear and structured paths to completion, transfer, and the world of work
- Continue to increase the number of abbreviated and comprehensive student educational plans, with a focused priority on students from disproportionately impacted groups
- Connect students with four-year colleges and universities prior to applications through campus visits, counseling, transfer fairs, and campus representative appointments
- Continue to offer and improve Major Declaration Days to inform students of program offerings, potential careers, the opportunity to speak with counselors, and declare a major
- Expand the school liaison counseling model to provide students with a student services support experience tailored to their programs of study
- Provide support services to students enrolled in online courses
- Engage faculty as ambassadors for continued student enrollment
- Invest in support staff to help students enroll, continue, and succeed on their chosen paths

Increase student connection to the college community and local industries
- Support faculty in the development of clubs that align with students’ programs of study
- Connect students with clubs and organizations to increase student engagement with and involvement in the institution
- Provide inviting and welcoming spaces for students to study in groups and socialize
- Scale, structure, and organize work-based learning activities and connect students to these activities through the career center

Routinely conduct systematic research on students who stop out and actions to address improving retention rates, focusing also on strategies for students in disproportionately impacted groups
Streamline processes and increase student understanding of Enrollment Services

- Scale the financial aid literacy and wellness workshop offerings
- Continue to streamline the student loan application process
- Continue to engage in business process review of financial aid to increase office efficiency
- Review the drop for non-payment policy to ensure more students are prepared and have the opportunity to apply for resources prior to the drop date
- Implement the loss of California College Promise Grant (formerly known as Board of Governors) appeals process to ensure more students have the opportunity to appeal if they become ineligible
- Enhance priority registration groups to ensure the college is supporting completion and inclusion of other student groups (e.g., students with high unit count close to completion)
- Provide the GetSAP single sign-on financial aid appeals tool to increase student access and remove financial aid barriers

Student Support for Online Learners

- Provide remediation and support as needed for students new to online classes
- Provide online access for students to the same services on-campus students receive

Student Wellness

- Provide additional supports and services to address student social and emotional issues (e.g., homelessness, food insecurity, mental health, soft skills) to improve student wellness and success in achieving educational goals
  - Provide students with strategies to reduce stress during midterms and finals
  - Provide responsive group support options for students following unexpected national, state, or local occurrences, events, or decisions that may induce chronic stress
  - Increase one-on-one and small group information sessions on topics such as improving self-esteem, steps to positive health, effectively managing stressors, etc.
  - Provide workshops, tools, and clear guidance for faculty and staff on how to identify and respond to distressed students, students in crisis, students experiencing food insecurity or homelessness, mental health issues etc. and connect these students to appropriate and available resources
  - Provide referrals for students to local agencies that provide social and emotional services
  - Increase mental health clinic staffing to support student needs
  - Survey students to solicit their feedback and thoughts on how to best address their needs
  - Continue to educate campus on strategies to serve students with special needs (e.g., Veterans, DSPS, first generation)
Completion
Complete course of study through earning a credential with labor market value

The goal of this phase is to support students through to completion of their final coursework for their chosen programs of study and to assist them as they transition to a transfer institution or the world of work.

Marketing and Communication

- **Target students who have completed 45+ units toward their degrees**
  - Ensure scheduling of courses for students who have earned 45+ units toward their degrees

- **Provide targeted communication to students who qualify for certificates of accomplishment or achievement**

- **Through the LBCC Transfer Center, utilize the Transfer Interest Database, LBCC website homepage, social media platforms, outreach tabling, and directed student emails, inform students of application filing periods and other important transfer deadlines**

- **Ensure students are notified and understand graduation requirements and deadlines**

- **Ensure timely communication regarding graduation and other commencement-related ceremonies**

Transition

- **Support students with graduation checks and confirmation of graduation requirements**

- **Automate the process for students to apply for awards and graduation**

- **Celebrate students’ successful attainment of degrees and certificates**
  - Continue to provide well-planned and organized graduation and associated commencement events each spring
  - Continue to hold the annual University Transfer Reception for admitted transfer students

- **Through transfer services, assist students with CSU and UC admissions applications and appeals**
  - Continue to provide drop-in transfer application assistance during extended weekday hours and select weekends in the transfer labs
  - Continue to offer CSU and UC application workshops hosted by both LBCC faculty and staff and visiting universities
  - Continue to provide UC Personal Insight workshops, including UC Personal Insight Editing and Review workshops, to assist students as they write their UC application essays
  - Continue to offer UC Transfer Admissions Guarantee (TAG) workshops

- **Connect students with post-graduation employment opportunities**
  - Host and evaluate job fairs that connect students directly with employment opportunities in their fields of study
  - Link faculty and capstone courses with the Career Center to provide students with opportunities to connect with the Career Center and post-employment opportunities as they work toward completion of their final courses needed to obtain degrees or certificates
• Continue to provide and increase awareness of Career Center services for students seeking post-graduation employment including services such as resume writing and skills for interviewing

  o Implement reverse awarding of degrees

  o Support students in admissions appeals to colleges and universities
    • Provide appeals workshops to LBCC students
    • Working with the LBCC Transfer Coordinator, facilitate the student appeals process by calling colleges and universities, as well as writing supporting letters for students who appeal their admissions

Transition and Continued Connection

  o Ensure open communication channels with alumni to provide them with opportunities for re-engagement with the college
    • Work with the Foundation to track and communicate with alumni
    • Provide opportunities for alumni to give back to LBCC through participation in alumni and career panels, speaker series, advisory committees, mentorship opportunities, etc.
    • Invite recent graduates to campus to present to students in similar disciplines
    • Encourage students who have completed certificates to continue or re-enroll to earn higher-level stackable credentials
**Integrated Support Structures**

*Focus institutional resources on structures, processes, and practices that support strategic enrollment management*

**Evaluation**

- Develop and utilize an enrollment management evaluation plan developed in partnership with the Office of Institutional Effectiveness to establish and evaluate key performance indicators
  - Work with services and programs across campus to align service unit outcome assessments specific to enrollment management with key performance indicators

- Utilize predictive analytics to inform and explain student persistence
  - Implement the Civitas predictive analytics tool and build upon Civitas findings
  - Investigate the predictive utility of Starfish Early Alert data

- Utilize software to provide real-time enrollment and efficiency data to faculty and administrators to inform enrollment management implementation

- Continue to assist faculty and staff in developing meaningful, effective, and measurable student learning and service unit outcome assessment methodologies including disaggregation, to improve student learning and student support services for all student groups
  - Assist student support services in the development of student satisfaction surveys and process measures

- Develop and administer an annual exit survey to send to recent graduates to better understand their experiences at the College, determine ways the College can potentially improve, and understand more about their career or transfer choices

**Marketing and Communication**

- Continue to ensure that the website remains student-friendly, up-to-date, and easy to navigate on both mobile devices and computers

- Implement a restructure of the Communications and College Advancement department

- Consistently invest in staff and resources to support retention and persistence
**Professional Development**

- Host an enrollment management retreat for deans and department heads specifically on how the college is funded and on associated topics involving schedule creation and schedule management: FTES targets, efficiency, budget, and data analysis.

- Increase the time and funding available to faculty for professional development opportunities, including for the development and assessment of course scheduling (to reduce schedule roll-over).

- Provide professional development focused on enrollment management at key points each academic year:
  - Provide opportunities for all faculty and staff to understand and improve their enrollment management skills (e.g., communication, use of technology, teaching, processes)
  - Provide opportunities for “targeted” or “just-in-time” professional development.

- Provide professional development opportunities to increase understanding and use of data to inform enrollment management:
  - Increase data use workshops focused on understanding, interpreting, and utilizing enrollment and efficiency data
  - Provide opportunities to assist faculty in interpreting labor market information and standard occupation codes, including in-demand skills.
  - Provide workshops focusing on basic definitions of efficiency concepts.

- Support professional development focused on retention including engagement strategies and providing students with a welcoming and supportive environment.

- Utilize professional development activities to build stronger partnerships between academic affairs and student support services.

- Scale student equity professional development to improve cultural competency and equity-mindedness for members of all campus constituency groups.

- Provide opportunities for inter-disciplinary conversations of best practices among complementary disciplines.

- Continue to provide professional development opportunities for faculty that support and encourage discipline currency, expertise in educational technologies (both currently adopted and potentially utilized at the college), and program innovation:
  - Provide professional development on the utilization of Canvas as a tool for web enhancement of courses to engage students, as well as provide regular and effective student contact outside of class hours.
  - Provide professional development on open educational resources.

- Expand professional development opportunities for faculty teaching distance learning courses:
  - Provide faculty who self-select to participate in online education with comprehensive professional development, including by continuing to support and refine the online teaching certification program.
Provide innovative, data-driven teaching in professional development:
- Provide time and resources for faculty to evaluate and share instructional best practices
- Provide time to evaluate and share systematic research and evaluation of student success, retention, persistence, and equity

Technology

- Remain current in technological trends and practices
  - Upgrade technology related to financial aid and enrollment to significantly reduce the need for students to engage in in-person enrollment processes
  - Invest in software that modifies student education plans based on choices they make, classes they do not pass, etc. to assist them in enrolling in the courses they need for future semesters and to inform course scheduling

- Utilize technology and data to market the college and instructional programs through efforts such as geo-mapping, social media, and QR readers

- Continue to invest in improvements in the usage of PeopleSoft to help students readjust their schedules

Transportation

- Provide free shuttle services with no student ID requirement to utilize services
Appendix A
Glossary of Terms for Enrollment Management

**Census:** A reporting snapshot in time that represents approximately the 20% point of a course. For full-semester classes, the census date is Monday of the fourth week for colleges on traditional calendars and Monday of the third week for colleges on compressed calendars.

**Class Hour (Contact Hour, Student Contact Hour):** The basic unit of attendance for computing full-time equivalent students (FTES). It is a period of not less than 50 minutes of scheduled instruction and/or examination. There can only be one “class hour” in each “clock hour,” except as provided for multiple class-hour classes. A class scheduled for less than a single 50-minute period is not eligible for apportionment.

**Daily Census:** The attendance reporting type for course sections that meet on a regular basis for at least five days, but meet for less than a full semester (course sections that meet for fewer than five days default to the Positive Attendance method of attendance accounting). The daily census method is used for most intersession course sections and for short-term course offerings within a regular semester. Since Daily Census attendance accounting is based on Daily Student Contact Hours and the number of class meeting times, holidays are excluded from the calculation.

**Daily Contact Hours (DCH):** The class meeting time per day. Calculation of contact hours is based on a 50-minute hour, a concept assuming that each 60-minute clock hour consists of 50 minutes of instruction and 10 minutes of passing (between classes) or break time (within multi-hour classes). Therefore, 50 minutes of instruction equals 1.0 contact hour. When classes extend beyond the hour by a fractional amount, each five-minute increment equals .1 contact hour. In such multi-hour classes, no break time is allowed in the last complete (clock) hour. Instead, this 10 minute break time is added to the fractional extension of the hour so that the point of five minutes after the hour represents .3 contact hours (i.e., 50 serves as the divisor in calculating contact hours for the fractional extension of the hour; e.g., 65 minutes = 1.3 contact hours).

**Daily Student Contact Hours (DSCH):** Daily contact hours multiplied by the number of students enrolled in the class.

**Enrollment/Headcount:** The number of students in the class.

**Efficiency:** The most commonly used efficiency/productivity measure is Weekly Student Contact Hours (WSCH) per Full-Time Equivalent Faculty (FTEF). Since the numbers used in this calculation are related to in-classroom time, WSCH per FTEF is a measure of class size, and an average class size of 35 is generally accepted as an adequate goal.

**Efficiency Target for 16 Week Classes:** 595 for calendars with a term length multiplier of 16 – 16.7

**Fill Rate:** The ratio between the number of seats taken and the number of seats available.

**Full-Time Equivalent Faculty (FTEF):** FTEF is calculated by taking total full-time and part-time faculty teaching load hours (adjusted by load factors as appropriate) and dividing by the average full-time faculty load (generally 15). This is calculated by dividing the WSCH number by the FTEF number.

**Full-Time Equivalent Students (FTES):** FTES is a measure equivalent to one student enrolled in fifteen
hours per week for two 17.5 week semesters. FTES represents both an enrollment measure and funding “currency” and understanding its calculation is absolutely essential to effective enrollment management.

**Positive Attendance**: The attendance reporting type based upon actual student attendance for the course section, as reported through class rosters, either paper or electronic. This is the method used for all noncredit courses and for irregularly scheduled credit courses (including open entry/open exit classes).

**Term Length Multiplier (TLM)**: The number of weeks of instruction in a regular fall or spring semester. It is inclusive of all days of instruction, final exam days, and approved flexible calendars. The standard term length multiplier (for colleges on traditional calendars) is 17.5. For compressed calendars, term length multipliers range from 16 to 17. LBCC’s TLM is 16.3.

**Weekly Census**: The attendance reporting type for course sections that are regularly scheduled for a full fall or spring semester. This is the most efficient, productive attendance accounting method because it assumes that all classes meet for the full meeting time of each week of the semester, regardless of where holidays may fall.

**Weekly Contact Hours (WCH)**: Daily contact hours multiplied by the number of meeting days per week.

**Weekly Student Contact Hours (WSCH)**: Weekly student contact hours multiplied by the number of students.
**Appendix B**

**Partnership Resource Team: List of Primary Successes and Menu of Options for Institutional Consideration**

The following document was developed by the Institutional Effectiveness Partnership Initiative Partnership Resource Team (PRT) after their visit to Long Beach City College on October 2, 2017. The document was provided by the PRT to Long Beach City College prior to their second visit on November 15, 2017 and contains descriptions of the institutional successes observed by the PRT, their notes and comments on the college, and a menu of suggested enrollment management options that the College may consider including in their Innovation and Effectiveness Plan (to be submitted by the College to be considered for a resource request grant in the amount of $200,000), as well as the Strategic Enrollment Management Plan.

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**Institutional Effectiveness Partnership Initiative**

**Date:** November 15, 2017

**Partnership Resource Team Members:** Jack Scott (Lead), Kerstin Feindert, Paul Jarrell, Cherry Li-Bugg, Heather Tilson, Alketa Wojcik

### Primary Institutional Successes

<table>
<thead>
<tr>
<th>Description of Primary Institutional Successes</th>
<th>Notes and Comments</th>
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<tr>
<td>An Enrollment Management Committee and an Enrollment Management Plan draft exist, and there is general approval of the need for better enrollment management evidenced in meeting with LBCC personnel.</td>
<td>There is a recognition of the need for improved enrollment management at LBCC and an openness to change.</td>
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<td>Developed a call center to reach out to former students and applicants; proactive in general, with outreach and looking for special events and strategies to connect with students.</td>
<td>Enrollment Management Committee, deans, and VP have brainstormed on enrollment management ideas. The institution seems committed to exploring different options and actively reaches out to students.</td>
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<td>The college is part of the California Guided Pathways Project, which will help in streamlining the schedule.</td>
<td>The institution sees a clear connection between enrollment management and student success.</td>
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<td>The program review process has incorporated enrollment management data (FTES and Fill rates). Tableau was recently implemented and data is available. A couple of departments (for example, Math and Communications) are using the enrollment management data dashboard and could train other department chairs.</td>
<td>Members of the institution expressed a need for assistance with establishing FTES targets for departments and training for department chairs on Tableau data.</td>
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<td>The marketing/public relations department is currently being restructured to achieve more effective outreach.</td>
<td>Members of the institution highlighted a need for greater capacity and budget in the marketing department to assist the campus with enrollment marketing and outreach to the community (in part to avoid the kind of PR fallout that occurred when CTE courses were cut a few years ago).</td>
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<td>A strong collaboration between Academic Services and Student Services can be seen in the Viking Express work (enrolling students in one day).</td>
<td>New ideas such as this one will be even more effective with improved capacity in technology and staffing for student services areas (financial aid and enrollment), since currently most of the enrollment process requires students to come in person for services.</td>
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<td>The Promise Pathways program has created a strong collaboration with K12 and CSULB. The institution is also exploring acceleration in English and math courses.</td>
<td>This progress can be supported by reviewing course naming and offerings of courses that do not lead to a certificate, and to explore the possibility of non-credit courses, more online and hybrid courses, and maybe even certificates or degrees that can be achieved completely online or in the evening.</td>
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## Menu of Options for Institutional Consideration for Its Innovation and Effectiveness Plan

<table>
<thead>
<tr>
<th>Area of Focus</th>
<th>Options for Institutional Consideration: Ideas, Approaches, Solutions, Best Practices</th>
<th>Models, Examples, and Comments</th>
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</table>
| A. Enrollment Management | 1. Clearly define the charge of the Enrollment Management Committee as well as the purpose of the Enrollment Management Plan. Review enrollment management plans from other institutions to clarify the role of the committee and the plan.  
2. Provide enrollment management training opportunities, including schedule development, for deans and department chairs.  
3. **Hire a consultant to provide training/and or help with efficiency data and enrollment management planning.**  
4. Plan an enrollment management retreat to start discussing how to institutionalize the enrollment plan and create guiding principles and assumptions for enrollment efficiency and FTES targets.  
5. Create a task group to explore the impact of moving registration dates earlier by combining summer and fall enrollment to allow students to enroll before they finish spring break, and work with the local high schools to enroll seniors from those schools.  
6. Establish FTES and efficiency targets for each department and train chairs on the Tableau data.  
7. Create a classroom rentership plan to maximize room scheduling for courses.  
8. Improve enrollment online for students and consider automation of: Repeatability forms; Incompletes; course add and drop process; financial aid; bursar drop for non-payment; and student enrollment center.  
9. Create and administer student satisfaction and/or student engagement surveys to review the student services processes, communication and enrollment processes. Use data to implement a communication plan for students.  
10. Based on AB 705, review assessment and placement options, in conjunction with course acceleration for Math and English.  
11. As part of the enrollment management plan, explore and develop a plan for noncredit and credit online courses and programs.  
a. Review the AEBG plan for the consortium and assess the possibility of noncredit programs at the college that would transition students to the credit programs. | **Enrollment Management Committee and Plan:**  
- Contra Costa [Presentation on developing an effective EM Plan](https://www.irenagement.org/resources/item/73-it-pays-to-retreat)  
- Some examples of developed plans are:  
  - Canada College  
  - Golden West College  
  - Lane Community College, Eugene, Oregon  
  - Skyline College  

**Enrollment Management Training:**  
- 411 Academy for New and Aspiring CIOs/CIO Conference (includes Enrollment Management workshop)  
- Send a team to IEPI’s Strategic Enrollment Management Academy (to be held in Spring 2018, dates are being finalized).  

**Enrollment management retreat:**  
There are many approaches to designing an enrollment management retreat; here is one:  
- [https://enrollment.org/resources/item/73-it-pays-to-retreat](https://enrollment.org/resources/item/73-it-pays-to-retreat)  

**Early registration dates:**  
- [https://www.crc.losrios.edu/services/admissions/district-reg-dates](https://www.crc.losrios.edu/services/admissions/district-reg-dates)  
- MiraCosta College document of pros and cons for changing enrollment date (will email to Robin)  

**FTES targets, Tableau:**  
- TBD by the institution based on data on student demand and budget  

**Online admissions and enrollment processes:**  
- Surf.miracosta.edu (Alketa to connect LBCC with MCC staff to share programming data)  
- Other PeopleSoft schools  

**Student satisfaction survey:**  
- Plenty of survey options exist; the survey needs to fit the institution; one example of a survey and its interpretation is: Cosumnes River College - [https://www.crc.losrios.edu/files/research/DE_ExecSummary_CRC2014FINAL.pdf](https://www.crc.losrios.edu/files/research/DE_ExecSummary_CRC2014FINAL.pdf)  

**Communication tools to reach students:**  
- EnrollmentRx and Salesforce  
- Constant Contact  

**Acceleration and other Success Strategies:**  
General discussion on benefits and challenges:
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<td>c.</td>
<td>Visit and tour state leaders in noncredit education:</td>
<td>Several CA community colleges support acceleration; some of the examples are:</td>
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<td>ii. North Orange Continuing Education</td>
<td>• SBCC Express to Success Program</td>
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<td>iii. Mt. San Antonio College</td>
<td>• Look at PCC Pathways for Math and English scheduling</td>
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<td>• Irvine Valley College (2-unit lecture support in transfer course instead of below transfer): <a href="http://www.curricunet.com/irvine/reports/course_outline.cfm?courses_id=6977">http://www.curricunet.com/irvine/reports/course_outline.cfm?courses_id=6977</a></td>
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<td>Assessment and placement:</td>
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<td>• Models and decision trees for multiple measures: <a href="http://rpgroup.org/Our-Projects/All-Projects/Multiple-Measures/PilotCollegeResources">http://rpgroup.org/Our-Projects/All-Projects/Multiple-Measures/PilotCollegeResources</a></td>
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<td>• <a href="http://www.miracosta.edu/testing">www.miracosta.edu/testing</a></td>
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<td>• California Acceleration Project handout from Katie Hern on implementation of AB 705 with acceleration</td>
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<td>Exploration of course modes, noncredit courses, certificates and degrees:</td>
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<td>• Consider joining the Online Education Initiative Course Exchange: <a href="https://cvc.edu/oei-course-exchange">https://cvc.edu/oei-course-exchange</a></td>
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<td>• Also check for fully online programs on this site.</td>
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